

Key Stage 4 English Teaching and Learning Framework

The intent of the English and Communication Curriculum is to develop reading and communication skills for all pupils. Through stories, pupils will learn key skills in reading and writing alongside exploring a range of localities, beliefs, cultures and ways of life that may be different from their own. English and Communication is the starting point for all other learning.

All English lessons will start from a story. Sequences of lessons will take place over two to three weeks, and within that time, a balance of reading and writing will be taught. Progress in reading will be monitored through the phonics and guided reading lessons and progress in writing will be monitored through the Big Writes that will take place at the end of a sequence of lessons (around every three weeks). Pupils in Key Stage 4 will complete an Entry Level reading and writing past paper at the end of each term to ensure they are entered at the appropriate level at the end of the academic year. In addition, reading and handwriting will be explicitly taught through phonics or sound recognition lessons, depending on ability and through shared or guided reading lessons (shared reading for pupils who have not yet learnt Read Write Inc stage 1 sounds and guided reading for all other pupils).

Pupils will be taught the alphabet and alphabetical order at all stages of development, beginning with songs and progressing to finding missing letters and ordering words. Knowledge of the alphabet will be taught at the beginning of every English lesson for as long as it is needed. Alphabetical order will be reinforced through the organisation of word banks and other lists in the classroom.

Communication is explicitly taught in Communication lessons and reinforced in all other areas of the curriculum, including during break times.

Our curriculum follows a three year cycle in which pupils are provided with a broad and balanced curriculum with opportunities for over learning and building on prior understanding. There is a developmental framework for writing available for staff to refer to for the specific stages of writing development. The document below outlines the learning focus for each topic and is broadly differentiated into encountering (pupils at the earlier stages of learning), developing (pupils who are beginning to access more formalised learning) and enhancing (for pupils who are working towards Age Related Expectations). Most pupils who are working at the 'enhancing' stage will be accessing mainstream lessons through the partnership provisions. The objectives for encountering are therefore a guide for teachers when their pupils are not in mainstream lessons.

Cycle One

Cycle One					
Autumn 1			Autumn 2		
Diary Writing			Newspapers		
Azzi In Between	The Bone Sparrow		Wisp	The Bone Sparrow	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will build on and enhance their understanding of refugees learnt in humanities through the story they read. • Pupils will explore the topic of their place in the world through 	<ul style="list-style-type: none"> • Pupils will build on and enhance their understanding of refugees learnt in humanities through the story they read. • Pupils will explore the topic of their place in the world through 	<ul style="list-style-type: none"> • Pupils will build on and enhance their understanding of refugees learnt in humanities through the story they read. • Pupils will explore the topic of their place in the world through the story they read. 	<ul style="list-style-type: none"> • Pupils will be able to engage with a sensory story. • Pupils will show anticipation when engaging in a sensory story. • Pupils will learn that a book is something to 	<ul style="list-style-type: none"> • Pupils will explore the theme of choices in the book they read. • Pupils will reflect on their place in the world of refugees and people in need. • Pupils will recap the 	<ul style="list-style-type: none"> • Pupils will be able to write newspaper reports with all the appropriate features, correctly punctuated sentences and well- structured paragraphs. • Pupils will be able to identify facts and opinions.

<p>the story they read.</p> <ul style="list-style-type: none"> • Pupils will be able to engage with a sensory story. • Pupils will show anticipation when engaging in a sensory story. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a 	<p>the story they read.</p> <ul style="list-style-type: none"> • Pupils will recap the difference between fiction and non-fiction. • Pupils will recap the features of a book eg blurb, title, author • Pupils will be able to identify dialogue in a story and how chapters build anticipation. • Pupils will learn the importance of setting the scene and developing characters in a 	<ul style="list-style-type: none"> • Pupils will be able to read longer novels and understand the events in the story. • Pupils will understand how the author develops characterisation for effect. • Pupils will be able to write diaries with a range of sentences, vocabulary and punctuation. • Pupils will be able to organise their writing into paragraphs. 	<p>be shared and enjoyed.</p> <ul style="list-style-type: none"> • Pupils will be able to point to pictures in a book. • Pupils will begin to identify specific parts of a picture eg an animal or house. • Pupils will be able to say how a character is feeling and begin to give reasons for their opinion. • Pupils will learn to hold objects. 	<p>features of a newspaper eg headline, pictures, captions, eye witness statement, events written in chronological order.</p> <ul style="list-style-type: none"> • Pupils will understand the purpose of a newspaper report and the intended audience (people who don't know the author or the area 	<ul style="list-style-type: none"> • Pupils will begin to identify bias in writing. • Pupils will be able to discuss the themes of a story and how they are developed throughout the story. • Pupils will be able to discuss the author's use of language for impact.
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<p>range of materials.</p> <ul style="list-style-type: none"> ● Pupils will understand the cause and effect of their actions in mark making. ● Pupils will begin to explain the meaning of their writing to an adult. ● Pupils will be able to point to the pictures they like in the story. ● Pupils will be able to sequence simple parts of a story. 	<p>story to keep the reader interested.</p> <ul style="list-style-type: none"> ● Pupils will be able to sequence events in a story. ● Pupils will be able to describe how they feel. ● Pupils will be able to show their understanding of characters by describing how they might feel. ● Pupils will be able to identify where a story takes place. 		<ul style="list-style-type: none"> ● Pupils will explore mark making with a range of materials. ● Pupils will understand the cause and effect of their actions in mark making. ● Pupils will begin to write to communicate ● Pupils will begin to explain the meaning of their writing to an adult. ● Pupils will be able to work with others to 	<p>being written about).</p> <ul style="list-style-type: none"> ● Pupils will identify the language used in newspaper reports-facts, time connectives at the beginning of sentences, descriptions of events. ● Pupils will be able to use time connectives in their own writing. ● Pupils will be able to 	
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<ul style="list-style-type: none"> • Pupils will begin to write their own diaries, using simple sentences and remembering to use a full stop at the end of their sentences and capital letters at the beginning. • Pupils will begin to apply their phonic and spelling knowledge to their writing. 	<ul style="list-style-type: none"> • Pupils will be able to identify the characters in a story and make inferences about the type of person they are and what their motives are. • Pupils will be able to apply their phonic and spelling knowledge to their writing. • Pupils will be able to make predictions about what might happen next. • Pupils will recap what a 		<p>create headlines for a newspaper.</p> <ul style="list-style-type: none"> • Pupils will be able to write a caption for a picture, showing correct use of punctuation. 	<p>sequence events using time connectives.</p> <ul style="list-style-type: none"> • Pupils will be able to write their own headlines, understanding that they are short and attention-grabbing. • Pupils will begin to write their own newspaper reports about an event in Holes. 	
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	<p>diary is and the purpose of writing in a diary.</p> <ul style="list-style-type: none"> • Pupils will be able to collect effective language for description. • Pupils will be able to write their own diary entries as though they are a character in Holes. • Pupils will use a range of sentences and punctuation in their writing. • Pupils will learn the difference between the 			<ul style="list-style-type: none"> • Pupils will be able to apply their knowledge of phonics and spelling in their writing. • Pupils will be able to write correctly punctuated sentences. • Pupils will begin to learn the difference between fact and opinion. • Pupils will begin to learn what bias is and 	
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	<p>past, present and future tense and use these consistently correctly in their writing.</p>			<p>how this can be evident in newspaper reports.</p> <ul style="list-style-type: none"> • Pupils will begin to recap how to organise their writing into paragraphs. 	
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Spring 1			Spring 2		
Persuasive Writing			Playscripts		
The Proudest Blue	To Kill a Mockingbird		Coming to England	To Kill a Mockingbird	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will be able to engage with a sensory story. 	<ul style="list-style-type: none"> • Pupils will be able to build upon and enhance their 	<ul style="list-style-type: none"> • Pupils will be able to build upon and enhance their 	<ul style="list-style-type: none"> • Pupils will be able to engage with a sensory story. 	<ul style="list-style-type: none"> • Pupils will be able to use a full stop at the 	<ul style="list-style-type: none"> • Pupils will be able to write plays that are well- structured

<ul style="list-style-type: none"> ● Pupils will show anticipation when engaging in a sensory story. ● Pupils will learn that a book is something to be shared and enjoyed. ● Pupils will be able to sequence events in a story, using pictures to help. ● Pupils will be able to point to objects in pictures in a book. ● Pupils will learn to hold objects. 	<p>understanding in humanities through the story.</p> <ul style="list-style-type: none"> ● Pupils will explore the theme of equality and morality throughout the story. ● Pupils will recap the difference between fiction and non-fiction. ● Pupils will be able to make inferences about how a character is feeling and their 	<p>understanding in humanities through the story.</p> <ul style="list-style-type: none"> ● Pupils will be able to use the correct format for letter writing and include the correct techniques. ● Pupils will be able to organise their writing into paragraphs. ● Pupils will be able to use appropriate language for effect. 	<ul style="list-style-type: none"> ● Pupils will show anticipation when engaging in a sensory story. ● Pupils will learn that a book is something to be shared and enjoyed. ● Pupils will be able to point to objects in pictures in a book. ● Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound. ● Pupils will learn to hold objects. 	<p>end of a sentence and a capital letter at the beginning of a sentence.</p> <ul style="list-style-type: none"> ● Pupils will be able to make inferences about how a character is feeling and their motivations, giving simple explanations for their answers. ● Pupils will be able to identify effective 	<p>and interesting to the reader.</p> <ul style="list-style-type: none"> ● Pupils will be able to use vocabulary for effect and they will use a range of punctuation effectively and accurately.
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<ul style="list-style-type: none"> • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will begin to be able to write postcards for another person to read. 	<p>motivations, giving simple explanations for their answers.</p> <ul style="list-style-type: none"> • Pupils will be able to identify effective words and phrases for description. • Pupils will recap how dialogue is written in texts. • Pupils will be able to identify dialects in stories and why this is important. 		<ul style="list-style-type: none"> • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will be able to sequence familiar events eg now and next progressing to first, then, after • Pupils will begin to create their own story using pictures. 	<p>words and phrases for description.</p> <ul style="list-style-type: none"> • Pupils will recap how dialogue is written in texts. • description and dialogue. • Pupils will recap the features of a playscript. • Pupils will be able to write their own plays based on the courtroom scenes in To Kill a 	
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	<ul style="list-style-type: none"> • Pupils will be able to identify the purposes for persuasion. • Pupils will recap the ways in which we are persuaded eg through TV advertising, online advertising, the spoken word, the written word. • Pupils will explore a range of these strategies and analyse their effectiveness. • Pupils will be able to 		<ul style="list-style-type: none"> • Pupils will be able to write sentences to accompany the picture. 	<p>Mockingbird</p> <ul style="list-style-type: none"> • Pupils will rehearse their plays and perform them to an audience. 	
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	<p>identify persuasive techniques used in writing.</p> <ul style="list-style-type: none">● Pupils will practise using persuasive techniques in their own writing.● Pupils will recap what a rhetorical question is and the impact of using these types of questions.● Pupils will apply their persuasive techniques when writing				
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	<p>a letter of persuasion.</p> <ul style="list-style-type: none">• Pupils will be able to use full stops, exclamation marks, commas for lists, question marks.commas after introductory phrases.• Pupils will be able to use their phonics and spelling knowledge in their writing.• Pupils will use persuasive techniques when writing a				
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	commentary for an advert.				
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Summer 1			Summer 2		
Descriptive Writing			Information Texts		
Shine	Gangsta Granny		Katie in London	Gangsta Granny	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> Pupils will explore the theme of heroes and villains- what makes a hero and villain in a person? Pupils will be able to engage with a sensory story. Pupils will show anticipation 	<ul style="list-style-type: none"> Pupils will explore the theme of heroes and villains as they read the story. Pupils will be able to understand the meaning of stereotypes and be able to 	<ul style="list-style-type: none"> Pupils will be able to write their own descriptions using a range of vocabulary and punctuation. 	<ul style="list-style-type: none"> Pupils will be able to engage with a sensory story. Pupils will show anticipation when engaging in a sensory story. Pupils will learn that a 	<ul style="list-style-type: none"> Pupils will explore the theme of heroes and villains as they read the story. Pupils will be able to understand the meaning of stereotypes 	<ul style="list-style-type: none"> Pupils will be able to write a sustained piece of writing, informing the reader about the monarchs in Britain. Pupils will be able to use the correct features of this genre and they will

<p>when engaging in a sensory story.</p> <ul style="list-style-type: none"> • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound. • Pupils will learn to hold objects. • Pupils will explore mark making with a 	<p>identify them in a story.</p> <ul style="list-style-type: none"> • Pupils will explore their own thoughts and feelings about the use of stereotypes. • Pupils will be able to make inferences about how a character is feeling and their motivations, giving simple explanations for their answers. • Pupils will be able to identify effective words and 		<p>book is something to be shared and enjoyed.</p> <ul style="list-style-type: none"> • Pupils will be able to point to objects in pictures in a book. • Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound. • Pupils will learn to hold objects. • Pupils will explore mark making with 	<p>and be able to identify them in a story.</p> <ul style="list-style-type: none"> • Pupils will explore their own thoughts and feelings about the use of stereotypes. • Pupils will be able to make inferences about how a character is feeling and their motivations, giving simple explanations for their answers. 	<p>write a range of sentence structures.</p> <ul style="list-style-type: none"> • Pupils will use increasingly ambitious vocabulary, ensuring they include subject specific vocabulary in their writing.
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<p>range of materials.</p> <ul style="list-style-type: none"> • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. 	<p>phrases for description.</p> <ul style="list-style-type: none"> • Pupils will recap how dialogue is written in texts. • Pupils will be able to identify the setting in a story. • Pupils will be able to write their own character descriptions. • Pupils will be able to use commas in a list ad to separate clauses. • Pupils will be able to use connectives to 		<p>a range of materials.</p> <ul style="list-style-type: none"> • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will be able to sequence familiar events eg now and next progressing to first, then, after 	<ul style="list-style-type: none"> • Pupils will be able to identify effective words and phrases for description. • Pupils will read a range of information texts, identifying the different ways in which information can be presented. • Pupils will write their own information texts about monarchs in 	
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	<p>join clauses in a sentence.</p> <ul style="list-style-type: none"> Pupils will be able to write a description of a setting. 		<ul style="list-style-type: none"> Pupils will be able to write a caption for a picture, using the accurate punctuation. 	<p>Britain, using the correct features and correctly punctuated sentences.</p>	
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Cycle Two

Autumn 1			Autumn 2		
Playscripts			Formal and Informal letters		
Jungle Book	Macbeth		The Happy Prince The Smartest Giant in Town	Macbeth	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> Pupils will be able to engage with a sensory story. Pupils will show anticipation when 	<ul style="list-style-type: none"> Pupils will explore the themes of power, ambition, 	<ul style="list-style-type: none"> Pupils will explore the themes of power, ambition, greed 	<ul style="list-style-type: none"> Pupils will be able to engage with a sensory story. 	<ul style="list-style-type: none"> Pupils will explore the themes of power, ambition, 	<ul style="list-style-type: none"> Pupils will explore the themes of power, ambition,

<p>engaging in a sensory story.</p> <ul style="list-style-type: none"> • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of 	<p>greed and guilt in this play.</p> <ul style="list-style-type: none"> • Pupils will be able to identify some figurative language in the play and how this reflects the character's thoughts, feelings and motives. • Pupils will increase their vocabulary bank by collecting adjectives. • Pupils will use 	<p>and guilt in this play.</p> <ul style="list-style-type: none"> • Pupils will be able to identify figurative language in the play and how this reflects the character's thoughts, feelings and motives. 	<ul style="list-style-type: none"> • Pupils will show anticipation when engaging in a sensory story. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will begin to identify sounds in words eg the same sound as their 	<p>greed and guilt in this play.</p> <ul style="list-style-type: none"> • Pupils will be able to make inferences about how a character is feeling and their motivations, giving simple explanations for their answers. • Pupils will be able to identify effective words and phrases for description. • Pupils will recap the 	<p>greed and guilt in this play.</p> <ul style="list-style-type: none"> • Pupils will be able to write formal informal letters for a range of reasons. • Pupils will be able to use effective language techniques for their letters.
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<p>their writing to an adult.</p> <ul style="list-style-type: none"> • Pupils will practise role playing different characters with a range of props, including puppets. 	<p>adjectives in their writing.</p> <ul style="list-style-type: none"> • Pupils will be able to explain how characters in the book are feeling. • Pupils will be able to correctly punctuate sentences, extending the range of punctuation they use. • Pupils will recap the features of a playscript. • Pupils will be able to write their own plays based 		<p>name or a repeated sound.</p> <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. 	<p>different purposes for letter writing eg to complain, to inform, to persuade.</p> <ul style="list-style-type: none"> • Pupils will be able to identify the difference between a formal and an informal letter and why people during the Tudor times may have written letters more than we do now. • Pupils will recap the 	
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	<p>on the scenes from Macbeth.</p> <ul style="list-style-type: none">• Pupils will rehearse their plays and perform them to an audience.		<ul style="list-style-type: none">• Pupils will practise writing a message for someone else eg a message in a card.• Pupils will be able to recognise rhyming words.	<p>features of a letter, and identify the different language used when writing informal letters and formal letters.</p> <ul style="list-style-type: none">• Pupils will write an informal letter as though they are a character in 'Macbeth'.• Pupils will write a formal letter of information.	
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				<ul style="list-style-type: none">• Pupils will understand the difference between formal and informal language and be able to use formal language in a letter.• Pupils will be able to use full stops, exclamation marks,• commas for lists, question marks, commas as after introductory phrases and	
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				<p>to separate clauses.</p> <ul style="list-style-type: none"> • Pupils will be able to use their phonics and spelling knowledge in their writing. 	
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Spring 1			Spring 2		
Narrative and Poetry			Recounts and Poetry		
<p>Isaac and the Aspergers Superpower 'Us Two' and 'Friends'</p>	<p>Of Mice and Men 'Us Two' and 'Friends'</p>		<p>Talk like a River</p>	<p>Of Mice and Men The Only Black Girl' and 'First they Came for the Jews'</p>	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will explore the theme of 	<ul style="list-style-type: none"> • Pupils will explore the theme of 	<ul style="list-style-type: none"> • Pupils will explore the theme of 	<ul style="list-style-type: none"> • Pupils will explore their role in the 	<ul style="list-style-type: none"> • Pupils will explore their role in being 	<ul style="list-style-type: none"> • Pupils will be able to write using a range

<p>friendship and our role as a friend through the poetry and story they read.</p> <ul style="list-style-type: none"> ● Pupils will explore the theme of individuality. ● Pupils will be able to engage with a sensory story. ● Pupils will show anticipation when engaging in a sensory story. ● Pupils will learn that a book is something to be shared and enjoyed. ● Pupils will be able to point to 	<p>friendship and our role as a friend through the poetry and story they read</p> <ul style="list-style-type: none"> ● Pupils will be able to identify that stories can be set in different times and places. ● Pupils will be able to understand that the time in which a novel was written is reflected in the language used ● Pupils will be able to apply their knowledge of phonics and 	<p>friendship and acceptance through the poetry and story they read</p> <ul style="list-style-type: none"> ● Pupils will be able to write creative and imaginative poems and stories, using a range of figurative language techniques for effect. ● Pupils will write a wide range of sentences using punctuation accurately and for effect. 	<p>world through the story they read.</p> <ul style="list-style-type: none"> ● Pupils will listen with enjoyment to a story and explore sensory props. ● Pupils will begin to anticipate and predict what might happen next in a story. ● Pupils will be able to use their prepared method of communication to join in with predictable words and phrases. 	<p>inclusive and supportive of others through the poetry and story they read.</p> <ul style="list-style-type: none"> ● Pupils will be able to explore how attitudes have changed since the 1930s to present day and how this is reflected in the literature they read. ● Pupils will be able to order main events in chronological order. 	<p>of sentence structures and vocabulary.</p> <ul style="list-style-type: none"> ● Pupils will be able to organise their writing into paragraphs.
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<p>objects in pictures in a book.</p> <ul style="list-style-type: none"> • Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the 	<p>spelling in their writing.</p> <ul style="list-style-type: none"> • Pupils will be able to punctuate a wider range of sentences correctly. • Pupils will be able to make inferences about a character, discussing their feelings, actions and motivations. • Pupils will learn how imagery is used to describe characters, particularly Curly's wife. 		<ul style="list-style-type: none"> • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. 	<ul style="list-style-type: none"> • Pupils will practise writing a range of sentence structures, including compound and complex sentences. • Pupils will practise writing sentences with a wider range of adjectives, verbs and connectives. • Pupils will be able to write diary entries from the point of view of Malala. 	
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<p>meaning of their writing to an adult.</p> <ul style="list-style-type: none"> • Pupils will be able to sequence familiar events eg now and next progressing to first, then, after • Pupils will be able to recognise rhyming words. • Pupils will begin to recognise/ join in with predictable words and phrases, using their preferred method of communication. 	<ul style="list-style-type: none"> • Pupils will learn how the author creates atmosphere and the impact on the reader. • Pupils will write their own narrative poems about friendship. • Pupils will plan their own stories about two friends going on an adventure together. • Pupils will plan the setting and character development as well as plot. • Pupils will write their 		<ul style="list-style-type: none"> • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning. • Pupils will be able to match verbs to pictures. • Pupils will begin to be able to write sentences about what 	<ul style="list-style-type: none"> • Pupils will begin to use paragraphs in their writing. • Pupils will recap the features of a recount. • Pupils will recap what is meant by chronological order and be able to sequence events by chronological order. • Pupils will be able to write a recount using time connectives and paragraphs to 	
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<ul style="list-style-type: none"> Pupils will be able to ask another person questions and listen to their answers, progression to recording their answers. 	<p>stories, ensuring there is a balance of action, description and dialogue (ADD) .</p> <ul style="list-style-type: none"> Pupils will use paragraphs to organise their ideas. 		<p>they have done in the day, starting with a capital letter and ending with a full stop.</p> <ul style="list-style-type: none"> Pupils will be able to identify true and false information. 	<p>organise their writing.</p> <ul style="list-style-type: none"> Pupils will be able to use a range of adjectives and verbs for effect in their writing. 	
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Summer 1			Summer 2		
Persuasive Writing and Speeches			Non Fiction: Newspapers		
One World	A Kestrel for a Knave		One Plastic Bag	A Kestrel for a Knave	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> Pupils will be able to build upon and 	<ul style="list-style-type: none"> Pupils will understand the main 	<ul style="list-style-type: none"> Pupils will be able to write 	<ul style="list-style-type: none"> Pupils will be able to build upon and 	<ul style="list-style-type: none"> Pupils will understand the main 	<ul style="list-style-type: none"> Pupils will be able to write a range of newspaper articles.

<p>enhance their understanding of environmental current affairs through story</p> <ul style="list-style-type: none"> • Pupils will listen with enjoyment to a story and explore sensory props. • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to use their prepared method of communication to join in with predictable 	<p>events in a story.</p> <ul style="list-style-type: none"> • Pupils will explore the theme of bullying, disadvantage and education • Pupils will use the opening paragraphs to infer and deduce ideas about the characters and setting. • Pupils will explore how dialect is portrayed in books and the 	<p>persuasive speeches and letters using a range of techniques.</p> <ul style="list-style-type: none"> • They will write with increasing fluency and they will write in a structured, organised manner. • Pupils will use effective language, taking into account the impact on the reader. 	<p>enhance their understanding of environmental current concerns through story.</p> <ul style="list-style-type: none"> • Pupils will listen with enjoyment to a story and explore sensory props and actions. • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to use their prepared method of communication to join in with 	<p>events in a story.</p> <ul style="list-style-type: none"> • Pupils will explore the theme of bullying, disadvantage and education • Pupils will use the opening paragraphs to infer and deduce ideas about the characters and setting. • Pupils will explore how dialect is portrayed in books and the reasons for this. • Pupils will be able to develop their 	<ul style="list-style-type: none"> • Pupils will be able to use a wide range of punctuation and sentences in their writing. • Pupils will be able to organise their writing into paragraphs.
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<p>words and phrases.</p> <ul style="list-style-type: none"> • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. 	<p>reasons for this.</p> <ul style="list-style-type: none"> • Pupils will be able to develop their skills of inference by discussing the actions, feelings and motives of different characters • Pupils will be able to identify effective words and phrases and their impact on the reader. • Pupils will be able to 		<p>predictable words and phrases.</p> <ul style="list-style-type: none"> • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. 	<p>skills of inference by discussing the actions, feelings and motives of different characters.</p> <ul style="list-style-type: none"> • Pupils will be able to identify effective words and phrases and their impact on the reader. • Pupils will recap the purpose of newspapers and their features. • Pupils will review a range 	
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<ul style="list-style-type: none"> • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning • Pupils will role play with a range of props. 	<p>identify what a speech is and why people make speeches.</p> <ul style="list-style-type: none"> • Pupils will listen to and read a range of speeches including those in Animal Farm. • Pupils will use dictionaries to find the meaning of new vocabulary. • Pupils will recap 		<ul style="list-style-type: none"> • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning 	<p>of newspapers, identifying common features and identifying differences.</p> <ul style="list-style-type: none"> • Pupils will recap the meaning of chronological order. • Pupils will recap the features of an introduction in a newspaper report. • Pupils will be able to write the main body of a newspaper report in chronological 	
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	<p>persuasive techniques and use them in their speech and writing.</p> <ul style="list-style-type: none">● Pupils will understand what a rhetorical question is and how this can be used in persuasion.● Pupils will be able to write a speech for a purpose eg to persuade their peers of an			<p>order, using the appropriate connectives to link ideas.</p> <ul style="list-style-type: none">● Pupils will learn the features of a closing paragraph in a newspaper report.● Pupils will recap the importance of an eyewitness account and how to punctuate this.● Pupils will recap the difference between fact and opinion.	
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	<p>opinion or action they should take.</p> <ul style="list-style-type: none"> • Pupils will be able to use the features of persuasion in their speeches. • Pupils will be able to change their tone and volume of their voices for effect when presenting their speeches. • Pupils will develop their skills 			<ul style="list-style-type: none"> • Pupils will recap the difference between third person and first person. • Pupils will practise writing sentences in the third person. • Pupils will develop their skills in writing headlines. • Pupils will be able to apply their knowledge of phonics and spelling in their writing. • Pupils will be able to 	
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	<p>in writing a persuasive letter.</p> <ul style="list-style-type: none">• Pupils will be able to use the features of a formal letter in their persuasive letter.• Pupils will use persuasive techniques when writing a letter.• Pupils will use correctly punctuated sentences and			<p>punctuate a wider range of sentences correctly.</p> <ul style="list-style-type: none">• Pupils will write a newspaper report about a chosen event in 'A Kestrel for a Knave', applying all the features and language that is appropriate for this.	
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	<p>paragraphs to organise their writing.</p> <ul style="list-style-type: none"> • Pupils will use rhetorical questions in their persuasive letters. 				
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Cycle Three					
Autumn 1			Autumn 2		
Letter Writing			Playscripts		
The Scarecrow who Couldn't Scare	Romeo and Julliette		The Rainbow Bear	Romeo and Julliette	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will listen with enjoyment 	<ul style="list-style-type: none"> • Pupils will be able to 	<ul style="list-style-type: none"> • Pupils will learn new 	<ul style="list-style-type: none"> • Pupils will listen with enjoyment 	<ul style="list-style-type: none"> • Pupils will be able to 	<ul style="list-style-type: none"> • Pupils will be able to read and respond to

<p>to a story and explore sensory props.</p> <ul style="list-style-type: none"> • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. 	<p>understand the main events of Romeo and Juliet.</p> <ul style="list-style-type: none"> • Pupils will be able to develop their skills of inference by exploring a character's actions, feelings and motives. • Pupils will be able to give their own opinions about 	<p>vocabulary and apply this to their own writing.</p>	<p>to a story and explore sensory props.</p> <ul style="list-style-type: none"> • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to use their prepared method of communication to join in with predictable words and phrases. • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be 	<p>understand the main events of a story. Pupils will be able to develop their skills of inference by exploring a character's actions, feelings and motives.</p> <ul style="list-style-type: none"> • Pupils will be able to give their own opinions about characters and the events in a story. • Pupils will be able to identify imagery in stories. 	<p>a range of literature about the same topic. Pupils will compare and contrast different viewpoints of one subject, developing their own opinions and justifying their ideas with explanations.</p> <ul style="list-style-type: none"> • Pupils will write a range of sentences using different structures and a wider variety of punctuation, appropriate for the sentence and genre of writing.
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<ul style="list-style-type: none"> • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning • Pupils will role play with a range of props. 	<p>characters and the events in a story.</p> <ul style="list-style-type: none"> • Pupils will be able to identify imagery in plays and stories. • Pupils will be able to identify similes and metaphors in poetry and discuss the effectiveness of these. • Pupils will be able to 		<p>shared and enjoyed.</p> <ul style="list-style-type: none"> • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. 	<ul style="list-style-type: none"> • and discuss the effectiveness of these. • Pupils will write playscripts for Romeo and Juliette. • Pupils will rehearse and perform their plays to an audience. 	
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	<p>use capital letters for the beginning of sentences and names of people and places.</p> <ul style="list-style-type: none"> ● Pupils will recap the features of a letter. ● Pupils will be able to identify the different purposes of letters. ● Pupils will write 		<ul style="list-style-type: none"> ● Pupils will learn that text carries meaning ● Pupils will role play with a range of props. ● Pupils will take part in creating their own headlines as a group. ● Pupils will begin to write captions to pictures for a newspaper report. ● Pupils will learn to start a sentence with a capital letter and end it with a full stop. ● Pupils will begin to understand 		
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	<p>letters for a range of purposes eg to inform, to complain, to persuade, to enquire as though they are a character in the play.</p>		<p>the effect of adjectives in writing and begin to use adjectives in their own writing.</p> <ul style="list-style-type: none"> • Pupils will be able to identify the first letter in a word and begin to organise these words into alphabetical order. 		
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Spring 1		Spring 2	
Poetry and Story writing		Letters	
The Girl with Two Dads.	Nothing Ever Happens Here 'Fear Not' and 'The only English Kid'	Introducing Teddy	Nothing Ever Happens Here 'My Face is a Map' and 'Good Hope'

Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> ● Pupils will be able to develop and enhance their understanding of belonging. ● Pupils will listen with enjoyment to a story and explore sensory props. ● Pupils will begin to anticipate and predict what might happen next in a story. ● Pupils will begin to recognise sounds in stories. ● Pupils will learn that a book is something to be shared and enjoyed. 	<ul style="list-style-type: none"> ● Pupils will be able to develop and enhance their understanding of belonging. ● Pupils will be able to understand the main events in a longer novel. ● Pupils will compare and contrast poetry with the same theme. ● Pupils will learn the effectiveness of imagery in writing setting descriptions. 	<ul style="list-style-type: none"> ● Pupils will plan, draft and edit their own stories. ● Pupils will apply their growing knowledge of language to their writing, considering the impact on the reader. ● Pupils will be able to punctuate their sentences accurately. 	<ul style="list-style-type: none"> ● Pupils will be able to develop and enhance their understanding of belonging through story. ● Pupils will listen with enjoyment to a story and explore sensory props. ● Pupils will begin to anticipate and predict what might happen next in a story. 	<ul style="list-style-type: none"> ● Pupils will compare and contrast poems of the same theme. ● Pupils will explore the use of metaphors and similes for effectiveness. ● Pupils will explore the use of poetry in expressing opinion and feelings. ● Pupils will be able to 	<ul style="list-style-type: none"> ● Pupils will be able to write formal and informal letters for a range of reasons. ● Pupils will be able to use effective language techniques for their letters, considering the impact on the reader. ● Pupils will plan, draft and edit their writing, making alterations for greater impact/effect.

<ul style="list-style-type: none"> • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning. 	<ul style="list-style-type: none"> • Pupils will recap how dialogue is written in stories. • Pupils will develop empathy with characters, discussing how they are feeling, their actions and motives. • Pupils will recap the use of exclamation marks and question marks in writing. • Pupils will be able to write correctly punctuated 		<ul style="list-style-type: none"> • Pupils will be able to use their prepared method of communication to join in with predictable words and phrases. • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in 	<p>make inferences about how a character is feeling and their motivations , giving simple explanations for their answers.</p> <ul style="list-style-type: none"> • Pupils will be able to identify effective words and phrases for description. • Pupils read and recap the different purposes for letter 	
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<ul style="list-style-type: none"> • Pupils will be able to identify characters in a story. • Pupils will understand that stories can be set a long time ago as well as in the present day. 	<p>questions and exclamation sentences.</p> <ul style="list-style-type: none"> • Pupils will be able to apply their phonics and spelling knowledge to their own writing. • Pupils will be able to write a variety of sentences including simple, compound and complex sentences. • Pupils will be able to collect adjectives, verbs and adverbs and begin to use 		<p>pictures in a book.</p> <ul style="list-style-type: none"> • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will identify the 	<p>writing eg to complain, to inform, to persuade.</p> <ul style="list-style-type: none"> • Pupils will be able to identify the difference between a formal and an informal letter. • Pupils will recap the features of a letter, and identify the different language used when writing informal letters and formal letters. 	
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	<p>them in their own writing for greater effect.</p> <ul style="list-style-type: none"> • Pupils will learn to write a description of a setting. • Pupils will write a character description, using some ambitious vocabulary and a variety of sentence structures. • Pupils will plan their own stories about meeting somebody strange. 		<p>purposes of writing a letter.</p> <ul style="list-style-type: none"> • Pupils will be able to write a postcard to a family member or friend. • If able, pupils should write a postcard from a character in the book. 	<ul style="list-style-type: none"> • Pupils will understand the difference between formal and informal language and be able to use formal language in a formal letter • Pupils will be able to use full stops, commas for lists, question marks, commas after introductory phrases 	
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	<ul style="list-style-type: none"> • Pupils will structure their plans, with support if required, into a beginning, plot development and ending. • Pupils will understand that effective story writing includes a balance of action, decision and dialogue (ADD) and apply this in their own writing. 			<p>and to separate clauses.</p> <ul style="list-style-type: none"> • Pupils will be able to use their phonics and spelling knowledge in their writing. 	
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Summer 1	Summer 2
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Descriptive Writing			Story writing		
Soffia the Dreamer and the Magic Afro	Awful Auntie		Grandad's Camper	Awful Auntie	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will be able to apply and enhance their learning of diversity. • Pupils will listen with enjoyment to a story and explore sensory props. • Pupils will begin to anticipate and predict what might happen next in a story. • Pupils will be able to use their prepared 	<ul style="list-style-type: none"> • Pupils will be able to demonstrate their understanding of a story by answering questions about the text and giving reasons for their answers. • Pupils will explore and discuss the characters' thoughts, actions, motive 	<ul style="list-style-type: none"> • Pupils will be able to apply a range of persuasive techniques in their writing. • Pupils will be able to accurately punctuate a range of sentences. • Pupils will be able to write a range of genres to persuade. 	<ul style="list-style-type: none"> • Pupils will be able to apply and enhance their learning around diversity. • Pupils will listen with enjoyment to a story and explore sensory props. • Pupils will begin to anticipate and predict what might 	<ul style="list-style-type: none"> • Pupils will be able to apply and enhance their learning about diversity through story. • Pupils will be able to explore the use of metaphor and discuss its effect. • Pupils will develop their use of conjunctions (and, so, 	<ul style="list-style-type: none"> • Pupils will be able to apply and enhance their learning of diversity through story. • Pupils will be able to organise their writing into paragraphs, using a range of sentences that are appropriately punctuated with full stops, capital letters, commas, question marks, exclamation marks. • Pupils are beginning to learn when to use

<p>method of communication to join in with predictable words and phrases.</p> <ul style="list-style-type: none"> • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a 	<p>s and feelings.</p> <ul style="list-style-type: none"> • Pupils will compare stories they have read and discuss their preferences. • Pupils will be able to apply their knowledge of phonics and punctuation to support their reading of words in a range of contexts and books. • Pupils will be able to identify the features of a story book eg 		<p>happen next in a story.</p> <ul style="list-style-type: none"> • Pupils will be able to use their prepared method of communication to join in with predictable words and phrases. • Pupils will begin to recognise sounds in stories. • Pupils will learn that a book is something to be shared and enjoyed. 	<p>because, but) and begin to use connectives if they are ready eg (first, next, although)</p> <ul style="list-style-type: none"> • Pupils will be able to apply their phonics and spelling knowledge to their writing. • Pupils will write correctly punctuated sentences, moving from simple sentences to compound sentences, use of 	<p>paragraphs and semi- colons.</p> <ul style="list-style-type: none"> • Pupils will be able to use figurative language with increasing effect in their writing.
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<p>range of materials.</p> <ul style="list-style-type: none"> • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of their writing to an adult. • Pupils will learn that text carries meaning • Pupils will role play with a range of props. • Pupils will begin to apply their understanding of phonics and spelling to their writing. 	<p>title, blurb, author.</p> <ul style="list-style-type: none"> • Pupils will be able to make predictions about a text. • Pupils will identify adjectives in a story and discuss how they add meaning. • Pupils will make a collection of adjectives, adverbs and verbs to use in their own writing. • Pupils will practise writing different 		<ul style="list-style-type: none"> • Pupils will be able to point to objects in pictures in a book. • Pupils will learn to hold objects. • Pupils will explore mark making with a range of materials. • Pupils will understand the cause and effect of their actions in mark making. • Pupils will begin to explain the meaning of 	<p>commas in a list then commas to separate clauses.</p> <ul style="list-style-type: none"> • Pupils will use exclamation marks correctly. • Pupils will be able to identify question words and sentences. • Pupils will be able to match rhyming words. • Pupils will be able to identify adjectives and use a range of 	
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<ul style="list-style-type: none"> • Pupils will write postcards to a family member or friend, or as though they are a character in the story if they are able. 	<p>sentence structures including compound and complex sentences.</p> <ul style="list-style-type: none"> • Pupils will practise writing exclamation and question sentences. • Pupils will be able to understand the meaning of stereotypes and be able to identify them in a story. • Pupils will explore their own thoughts and feelings about the use 		<p>their writing to an adult.</p> <ul style="list-style-type: none"> • Pupils will learn that text carries meaning • Pupils will role play with a range of props. • Pupils will begin to be able to identify animals, matching pictures to objects if needed eg a picture of an elephant with a toy elephant) 	<p>increasingly ambitious adjectives in their writing.</p> <ul style="list-style-type: none"> • Pupils will be able to understand the main events in a longer novel. • Pupils will learn the effectiveness of imagery in writing setting descriptions. • Pupils will recap how dialogue is written in stories. • Pupils will develop empathy with 	
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	<p>of stereotypes.</p> <ul style="list-style-type: none">• Pupils will be able to make inferences about how a character is feeling and their motivations, giving simple explanations for their answers.• Pupils will write character descriptions and setting descriptions, using a wider range of vocabulary and sentence structures.			<p>characters, discussing how they are feeling, their actions and motives.</p> <ul style="list-style-type: none">• Pupils will be able to plan their own stories, taking into consideration the setting, characterization and plot development.• Pupils will write stories that have a wider range of vocabulary and figurative language to enhance meaning.	
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	<ul style="list-style-type: none">• .			<ul style="list-style-type: none">• Pupils will be able to write stories that have a balance of action description and dialogue (ADD).• Pupils will be able to use paragraphs to organise their stories,• Pupils will begin to read and edit their stories.	
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